Progression of Social Studies Skills and Processes
Grades K - 3

Skill	Kindergarten	Grade 1	Grade 2	Grade 3
Critical and Creative Thinking	S.1.1 consider ideas and information from varied sources	S.1.1 examine ideas and information from varied sources	S.1.1 distinguish between a fictional and a factual account about Canadian communities	S.1.1 evaluate ideas and information from different points of view
		S.1.2 choose and justify a course of action	S.1.2 choose and justify a course of action	S.1.2 choose and justify a course of action
	S.1.2 compare and contrast information provided	➢ S.1.3 compare and contrast information from similar types of electronic sources	➢ S.1.3 compare and contrast information from similar types of electronic sources, such as information collected on the Internet.	➢ S.1.4 compare and contrast information from similar types of electronic sources, such as information collected on the Internet
				S.1.3 generate original ideas and strategies in individual and group activities
Historical Thinking	S.2.1 recognize that some activities or events occur at particular times of the day or year	S.2.1 recognize that some activities or events occur on a seasonal basis	S.2.1 correctly apply terms related to time (i.e., long ago, before, after)	S.2.1 correctly apply terms related to time, including past, present, future
	S.2.2 differentiate between events and activities that occurred recently and long ago	S.2.2 differentiate between activities and events that occurred recently and long ago	S.2.2 arrange events, facts and/or ideas in sequence	S.2.2 arrange events, facts and/or ideas in sequence
Geographic Thinking	S.3.1 recognize familiar places or points of reference in their surroundings	S.3.1 use a simple map to locate specific areas within the school and community	S.3.1 use a simple map to locate communities studied in Canada	S.3.1 create and use a simple map to locate communities studied in the world
	S.3.2 ask geographic questions, such as asking for directions	S.3.2 ask geographic questions, such as asking for directions		
		S.3.3 understand that globes and maps are visual representations of the world	S.3.2 determine distance on a map, using relative terms such as near/far, here/there	S.3.4 apply the terms hemisphere, poles, equator

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Geographic Thinking Con't		S.3.4 locate Canada on a globe or map	S.3.4 use cardinal directions to locate communities studied in relation to one's own community	S.3.2 use cardinal and intermediate directions to locate places on maps and globes
			S.3.3 apply the concept of relative location to determine locations of people and places	S.3.3 apply the concept of relative location to determine locations of people and places
Decision Making and Problem Solving	S.4.1 provide ideas and strategies to contribute to decision making and problem solving	S.4.2 apply ideas and strategies to contribute to decision making and problem solving	S.4.1 apply ideas and strategies to decision making and problem solving	S.4.1 apply new ideas and strategies to contribute to decision making and problem solving
			S.4.2 propose new ideas and strategies to contribute to decision making and problem solving	S.4.2 support proposed ideas, strategies and options with facts and reasons
		S.4.1 collaborate with others to devise strategies for decision making and problem solving		S.4.3 collaborate with others to devise strategies for dealing with problems and issues
				➢ S.4.4 use technology to organize and display data in a problem–solving context
Cooperation, Conflict Resolution, and Consensus Building	S.5.1 consider the needs of others	S.5.1 consider the ideas and suggestions of others	S.5.3 consider the needs and ideas of others	S.5.3 consider the needs and points of view of others
			S.5.1 demonstrate the ability to deal constructively with diversity and disagreement	S.5.1 demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate

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Skill	Kindergarten	Grade 1	Grade 2	Grade 3
Cooperation, Conflict Resolution, and Consensus Building Con't	**S.5.2** work and play in harmony with others to create a safe and caring environment	**S.5.2** work and play in harmony with others to create a safe and caring environment	**S.5.2** work and play in harmony with others to create a safe and caring environment	**S.5.4** work and play in harmony with others to create a safe and caring environment
	S.5.3 demonstrate a willingness to share space and resources	**S.5.3** demonstrate a willingness to share space and resources		**S.5.2** demonstrate willingness to seek consensus among members of a work group
			➢ **S.5.4** share information collected from electronic sources to add to a group task	➢ **S.5.5** share information collected from electronic sources to add to a group task
Age Appropriate Social Involvement	**S.6.1** being a classroom helper	**S.6.1** behaviour in accordance with classroom, school and community expectations	**S.6.1** participate in activities that enhance their sense of belonging within their school and community	**S.6.1** participate in projects that improve or meet the particular needs of their school or community
Research for Deliberative Inquiry	**S.7.1** ask questions to make meaning of a topic	**S.7.1** ask questions to make meaning of a topic	➢ **S.7.2** develop questions that reflect a personal information need	➢ **S.7.3** develop questions that reflect a personal information need
	S.7.2 gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues	**S.7.2** compare and contrast information gathered		**S.7.1** make connections between cause–and–effect relationships from information gathered from varied sources
			S.7.1 participate in formulating research questions	**S.7.2** evaluate whether information supports an issue or a research question
			➢ **S.7.3** follow a plan to complete an inquiry	➢ **S.7.4** follow a plan to complete an inquiry

Skill	Kindergarten	Grade 1	Grade 2	Grade 3
Research for Deliberative Inquiry Con't		➤ **S.7.4** access and retrieve appropriate information from electronic sources, when available, for a specific inquiry	➤ **S.7.4** access and retrieve appropriate information from electronic sources for a specific inquiry	➤ **S.7.5** access and retrieve appropriate information from electronic sources for a specific inquiry
		➤ **S.7.3** navigate within an electronic document	➤ **S.7.5** navigate within a document, compact disc or other software program that contains links	➤ **S.7.6** navigate within a document, compact disc or other software program that contains links
		➤ **S.7.5** process information from more than one source to retell what has been discovered	➤ **S.7.6** organize information from more than one source	➤ **S.7.7** organize information from more than one source
		➤ **S.7.7** make predictions based on organized information	➤ **S.7.10** make predictions based on organized information	➤ **S.7.10** make predictions based on organized information
			➤ **S.7.7** process information from more than one source to retell what has been discovered	➤ **S.7.8** process information from more than one source to retell what has been discovered
			➤ **S.7.8** formulate new questions as research progresses	➤ **S.7.11** formulate new questions as research progresses
		➤ **S.7.6** draw conclusions from organized information	➤ **S.7.9** draw conclusions from organized information	➤ **S.7.9** draw conclusions from organized information
Oral, Written, and Visual Literacy	**S.8.1** listen to others in a socially appropriate manner	**S.8.3** listen to others in order to understand their point of view		**S.8.2** listen to others in order to understand their points of view
		S.8.1 interact with others in a socially appropriate manner	**S.8.1** prepare and present information in their own words, using respectful language	**S.8.1** organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration

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Skill	Kindergarten	Grade 1	Grade 2	Grade 3
Oral, Written, and Visual Literacy Con't	**S.8.2** respond appropriately to comments and questions, using language respectful of human diversity	**S.8.2** respond appropriately, verbally and in written forms, using language respectful of human diversity	**S.8.2** respond appropriately to comments and questions, using respectful language	
			S.8.3 interact with others in a socially appropriate manner	**S.8.3** interact with others in a socially appropriate manner
		➢ **S.8.4** create visual images using paint and draw programs	➢ **S.8.4** create visual images for particular audiences and purposes	➢ **S.8.4** create visual images for particular audiences and purposes
			➢ **S.8.5** display data in a problem–solving context	
			➢ **S.8.6** use technology to support a presentation	➢ **S.8.5** use technology to support and present conclusions
Media Literacy	**S.9.1** determine the main points or ideas in a media presentation	**S.9.1** identify key words in a media presentation to determine the main idea	**S.9.1** identify key words from gathered information on a topic or issue	**S.9.2** identify key words from information gathered from a variety of media on a topic or issue
			S.9.2 compare information on the same topic or issue from print media, television and photographs	**S.9.1** compare information on the same issue or topic from print media, television, photographs and the Internet